

## **Headstart Pre-School LTD – Curriculum**

### **What we intend to do through our curriculum:**

- ✓ Create strong positive relationships between adults and peers.
- ✓ Value children's ideas and uniqueness at every opportunity.
- ✓ Implement strong routines and boundaries to provide children with a safe and secure environment.
- ✓ We will create an environment that allows children to explore, comment, question, observe and develop their own learning at their own pace.
- ✓ We will provide children with free choice and adult led activities that allow children to be challenged and to develop their skills and knowledge to become confident, independent learners.

### **Curriculum Implementation:**

Our staff skilfully set up age appropriate activities that children can access through continuous provision and small adult led group times. The Interests of children are always at the forefront of the opportunities we offer. Opportunities will cover the 7 areas of learning.

We provide an environment rich with a verity of resources and carefully planned routines that allows for long periods of 'free, child-initiated play' both indoors and outdoors.

Staff assess children on an on-going basis so that they can support and challenge children in their next steps of learning which often happens immediately and is followed up in the coming days.

Sharing progress with parents/ guardians on an on-going daily basis as well as termly reports is a priority to us. We actively seek information from childrens parents/ guardians to structure what we offer. We are aware how communicating information between all parties best supports children continued development.

Our environment is natural and calm and free from clutter, this enables children to be less distracted and more focussed.

Children have opportunities to form strong relationships with their key person and all other staff members.

Daily adult led group times are offered at key transition times throughout the day – at this time opportunities to consolidate learning are applied.

### **Diversity, Inclusions and British Values:**

All children are valued and welcomed at Headstart Pre-School. Where necessary activities and play opportunities are adapted to meet the needs of all children.

Headstart recognises and celebrates many cultural festivals from around the world.

We support diversity through: giving children experiences of different ways of living. We use books, songs, rhymes and poems alongside short video materials and role play resources to support cultural and ethnical knowledge of people from around the world.

We positively promote British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and actively encourage the respect of other children, adults, the environment and resources.

### **Cultural Capital and Personal Development:**

Headstart believe that it is important to provide opportunities for all children that are 'wider' than the 'average' nursery day. This will help children to develop understanding and gain deeper knowledge of the wider community and world.

Headstart aims to do this by offering:

- ✓ Local trips
- ✓ Welcoming visitors
- ✓ Using the woodland for Forrest activities.
- ✓ Using the wider school facilities
- ✓ Being involved in inspiration days.

On top of our day to day activities we aim to provide:

Visits to: the local park, the local shop, the school guinea pigs and the local post box.

Visitors including: Dogs trust, Cats protection, Local author, musician and dentist.

Be involved in: Inspiration days (alongside school), Sports days and transition activities.

Have: our own butterfly kit, forest school activities and tooth brushing.

### **The Characteristics of Effective Learning:**

- ✓ Playing and exploring – children investigate and experience things, and 'have a go'.
- ✓ Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- ✓ Creating and Thinking critically – Children have and develop their own ideas, and develop strategies for doing things.

Headstart staff scaffold and support children effectively to ensure that all children work towards being able to master the characteristics above.

We do this by:

- ✓ Modelling
- ✓ Encouraging
- ✓ Hinting
- ✓ Extending
- ✓ Commenting
- ✓ Questioning
- ✓ Providing
- ✓ Offering

### **What key skills do we aim for children to learn before they leave Headstart?**

- ✓ Develop a lifelong love of learning – being interested and responsive, challenging themselves daily and making their own risk assessments in their physical and mental world.
- ✓ Developing language and strong social communication skills – being able to communicate wants and needs successfully to adults and peers in a language rich environment.
- ✓ Mindfulness – managing their emotions appropriately. Building secure relationships with key person, other adults and peers.
- ✓ Self-help skills – dressing undressing, looking after own belongings, toileting, brushing own teeth, opening own lunch box.
- ✓ Awareness of good physical and mental health – including: good oral health, good hygiene routines, healthy eating and being aware of different types of physical activities they could be involved in.
- ✓ Good physical development – development of large and small muscles in the body to support gross and fine motor skills.
- ✓ Mathematical skills – an embedded understanding of numbers up to 10 – including problem solving skills. Recognise 2d shapes in their environment and relevant prepositions.

- ✓ Have knowledge of the wider world including learning about diversity.
- ✓ Have knowledge of 'the arts' across the world including giving children opportunities for children to be involved in their own arts, dance, music and drama activities.

**Prime areas of Learning:**

- ✓ Communication and Language (underpinning all other areas)
- ✓ Personal, Social and Emotional development.
- ✓ Physical development.

Headstart understands the importance of the 3 prime areas of learning. Children at our pre-school will develop a strong underpinning understanding of the building blocks within the 3 prime areas that will, in turn, support the learning in the specific areas.

Carefully planned activities provided within our continuous provision, alongside adult led group times will support and extend learning in these areas. Children's interests will remain our main focus through the planning and implementation process and activities will be reviewed and adapted to support the needs of all children.

**Specific areas of Learning:**

- ✓ Literacy
- ✓ Mathematics
- ✓ Understanding the World
- ✓ Expressive arts and design

Headstart staff are highly skilled in supporting learning and development areas the specific areas of learning and will integrate new skills, language and knowledge into 'every day' activities which are child initiated.

The environment will support learning by providing:

- ✓ Books
- ✓ Pictures
- ✓ Songs
- ✓ 'open' child accessible activities.
- ✓ Opportunity of independent toileting and hand washing.
- ✓ Toothbrushing.
- ✓ Minimal Text and number will be printed in the environment at child level when necessary.
- ✓ 'real life' resources will be provided to support greater depth and understanding, including: brushes for cleaning, kettle, pots and pans, telephone etc.

**How will we achieve this?**

Our curriculum will be delivered appropriately according to the age and stage of each individual child. Activities will be modified to support each child's next step of learning.

**How will we assess children's progress?**

- ✓ On-going formative assessment – which is followed up immediately or within the following days.
- ✓ Daily group time adult led reflection.
- ✓ Careful adult questioning throughout continuous provision on-going.
- ✓ 2 year old development check
- ✓ On -entry to pre-school assessment check.
- ✓ Termly – end of term progress checks/ parent reports.
- ✓ Local Authority Capita Better Start assessments – end of each term.
- ✓ Wellcomm – communication assessment tool – upon entry to the nursery.

**How will we report this back to you?**

Date	Details
w.c 20.09.21	On Entry & 2YO check completed – key worker to telephone parents r.e concerns.
Thursday 30.09.21	Parent meeting – zoom Curriculum updates – how we teach / what we teach Home learning / observations How we will inform/ report / keep in touch.
w.c 13.12.21	Print T.Tracker observations and complete end of term report for each child.
Thursday 20.01.2022	1 to 1 with key worker (in house or over zoom) parent meeting (10 minute slot).
w.c 28.03.22	Print T.Tracker observations and complete end of term report for each child.
Thursday 21.04.21	On entry to pre-school / on entry to school meeting (zoom or in hall if possible).  Guide to what the children need to know/ be practicing / how to help/ support.
w.c 11.07.22	Print T.Tracker observations and complete end of term report for each child.

**How will we check our curriculum is effective?**

- ✓ Children will be making steady progress in all areas.
- ✓ We will monitor on-going daily assessments of children along with written end of term assessments to identify weakness in our practice to help us plan ahead for the following term.
- ✓ Termly staff meetings will help to highlight children whom we have concern for – again we will then use this information to plan ahead.
- ✓ Termly data will be reviewed and the conclusions will be acted upon to best 'bridge' gaps in learning as individuals and a cohort.

**Support we will seek when required:**

Headstart prides itself on maintaining high standards of staff development – we often place our staff on courses to support their continued professional development if we are unable to fully support your child or we require further specific interventions we may request the knowledge of wider professionals (with consent) such as: health visitor, GP, Occupational Therapists, speech therapists, Wigan Early Years Inclusion Team.

Supporting Documents/ initiatives that we use within the setting:

- ✓ Early Years Foundation Stage (EYFS) statutory Guidance.
- ✓ Development Matters 2021 (non-statutory Curriculum guidance).
- ✓ Birth to 5 matters (non-statutory guidance for the Early Years foundation stage)
- ✓ Keys to communication
- ✓ Wellcomm Communication assessment tool
- ✓ Ages and Stages (ASQ forms).
- ✓ Target Tracker – general development tracker
- ✓ Wigan Council – Termly data tracking

**Impact:**

- ❖ We are proud of how we present our environment, resources and activities to provide children with a wide range of skills and knowledge that deepens understanding and provides children with a 'love for learning'.

- ❖ Children leave our Pre-School with the skills to enable them to successfully continue their Early Years journey into their reception classes.
- ❖ Children are confident and have experienced numerous activities to prepare them for their next stage in learning.
- ❖ Children are prepared and on-track to meet the Early Years Goals at the end of their Reception year.